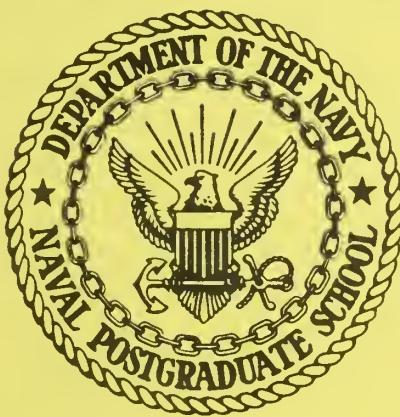


NPS-55GH73063

# NAVAL POSTGRADUATE SCHOOL

## Monterey, California



### DESIGN OF AN OPERATIONAL RATING MANUAL

William H. Githens, Richard S. Elster,  
Gerald L. Musgrave, and John W. Creighton

June 1973

Final Report for Period

June 1972 to June 1973.

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INTRODUCTION

This report is one of six Naval Postgraduate School technical reports documenting and describing a research project titled, "Design of an Operational Personnel Development and Evaluation System," sponsored by the Naval Material Command. The following is a listing of these six reports:

1. NPS-55Gh73061  
DESIGN OF AN OPERATIONAL PERSONNEL  
DEVELOPMENT AND EVALUATION SYSTEM  
by: William H. Githens, Richard S. Elster,  
Gerald L. Musgrave, and John W. Creighton.
2. NPS-55Ea73061  
DESIGN OF OPERATIONAL CAREER LADDERS  
by: Richard S. Elster, Robert R. Read,  
William H. Githens, Gerald L. Musgrave,  
and John W. Creighton.
3. NPS-55Gh73062  
DESIGN OF AN OPERATIONAL MANAGEMENT  
DEVELOPMENT MANUAL  
by: William H. Githens, Richard S. Elster,  
Gerald L. Musgrave, and John W. Creighton.
4. NPS-55Gh73063  
DESIGN OF AN OPERATIONAL RATING MANUAL  
by: William H. Githens, Richard S. Elster,  
Gerald L. Musgrave, and John W. Creighton.
5. NPS-Mg73061  
DESIGN OF AN OPERATIONAL MANAGEMENT BY  
OBJECTIVES MANUAL  
by: Gerald L. Musgrave, Richard S. Elster,  
John W. Creighton, and William H. Githens.
6. NPS-55Rr73061  
STATISTICAL ANALYSIS OF PERSONNEL DATA USING  
FACTOR SCORING, CLUSTER ANALYSIS, AND MULTI-  
DIMENSIONAL SCALING  
by: Robert R. Read, Richard S. Elster,  
Gerald L. Musgrave, John W. Creighton,  
and William H. Githens.

An executive summary of the entire project follows, and any additional information about the project can be obtained from the Project's Principal Investigator, Dr. Gerald L. Musgrave, Department of Operations Research and Administrative Sciences, Naval Postgraduate School, Monterey, California 93940.

EXECUTIVE SUMMARY  
OF  
THE PERSONNEL DEVELOPMENT AND EVALUATION SYSTEM

INTRODUCTION

The purpose of this research project was to develop and implement a management system to more effectively utilize civilian professionals. Two "test bed" activities were selected--Naval Supply Center and Naval Regional Finance Center, both in San Diego, California. The project has four parts:

1. Establishing a Group Appraisal System.
2. Developing a Goal Setting System.
3. Constructing Performance Rating Scales.
4. Developing Career Ladders.

GROUP APPRAISAL

The management development program involved civilian professionals at the two commands in group performance appraisal sessions. A professional's work performance was usually appraised by his supervisor and by the supervisor's superior. This group would meet with a member of the research team. The appraisals conducted by these groups were focused on, and limited to, intra-appraisee considerations. That is, the appraisal committee considered the individual in terms of his greatest strengths and his least strong work performances, but did not compare the appraisee with other individuals. Recommendations for the appraisee, for the appraisee's supervisor, and for the organization were then made so that this appraisee (a "human asset") could grow in worth to himself and to the organization.

A summary of the appraisal committee's thinking was then written by the research team member who had attended the committee's meeting and given to the appraisee's supervisor for his review. The supervisor then discussed the appraisal with the appraisee, stating that this is "how others see and interpret you," and that "here are our thoughts on how you might further develop and utilize your talents."

The responses to the appraisal program were varied. A number of appraisees stated informally that they felt their appraisal session with their supervisor had been one of the most meaningful experiences they had while in the Civil Service. Many supervisors, however, experienced their first exposure to a face-to-face dialogue with one of their subordinates and found the feedback session to be somewhat traumatic. The development of supervisory skills in these feedback behaviors appears to be a crucial requirement if face-to-face dialogues between supervisors and subordinates are to become common and meaningful.

## GOAL SETTING

Another part of the project was to establish a framework to foster and facilitate a "result oriented" management system. Our experience was that effective goals could be established and that while it took time to develop goals, the act of setting goals was beneficial to the organization.

Goal setting was new to managers and they were resistant to formalizing goals. Some of the resistance seemed to be attributable to unfamiliarity with the concept of producing results, as compared to being engaged in activities. Another resistive force seemed to be the fear that goal setting would be used for punitive managerial actions.

We believe that after more experience is gained in goal setting and when employees' fears of consequential management action are found to be unwarranted, a greater acceptance of the program will result.

Our research at the Naval Postgraduate School and the San Diego Centers leads to the development of a new Goals and Controls System. This system includes a Work Performance Folder and a Goal Setting Manual that is to be used in conjunction with the folder. The system can be used to formulate goals, monitor and control performance, and to appraise work performance at the end of the year.

## PERFORMANCE RATING SCALES

Section IV of this report presents the rating scales which were developed for professional occupations in Supply and Finance.

## ANCILLARY STUDIES

The project report includes a number of sections which are indirectly related to the central issues of performance appraisal, goal setting, scale construction and career ladders. These related sections include analyses of questionnaires administered to individuals at the Centers, bibliographic resource materials, and a number of related ancillary studies. These studies are related to human asset accounting, goal setting, auditing, and statistical analyses of organizational climate and attitudinal data from the Centers.

## BACKGROUND

During Fiscal Year 1972, the Navy Material Command financed investigations by Naval Postgraduate School (NPS) faculty as part of their exploratory research directed at developing methods and means for improving organizational effectiveness. In the course of various dialogues concerning NAVMAT operations, topics related to the age and replacement of professional civilian personnel were discussed. These discussions then turned to the issues of performance evaluation and management by objectives. The Office of Civilian Manpower Management (OCMM) became interested in these problems, and the NPS was requested by NAVMAT and OCMM personnel to submit a proposal for implementing some relevant managerial programs during FY 73. NPS responded with the proposal included as Appendix 1.

The proposal involved the following main objectives:

1. Developing for each civilian professional specific ways in which he can improve his knowledge, skills, attitudes, or behaviors to make him a more valuable human asset for the Navy.
2. Develop for each civilian professional a list of specific ways in which management can better utilize his talent.
3. Advise each civilian professional of what his boss wants him to accomplish during the coming year, and the evidence that will be used to judge such accomplishment.
4. Generate for each professional position the best performance rating scales allowed by current technology.
5. Generate "career ladders" for civilian professional jobs that relate field jobs to jobs in Washington, D.C. These "ladders" were to be based on the similarities and differences between and among jobs.

The on-site locations for this "demonstration" project were the Naval Supply Center, San Diego, and the Navy Regional Finance Center, San Diego. The main administrative offices for both organizations are located in the same building and both organizations are served by the same personnel department. Tables of organization for these two organizations, which show only the professional civilian billets and the hierarchy above them, are presented in Appendix 2. These two organizations were chosen because: (1) they are located in the same building, (2) this choice would allow one of the principal investigators to be on-site full-time, (3) they were within reasonable commuting distance from the Naval Postgraduate School in Monterey, and (4) both were considered by NAVMAT and NAVCOMPT personnel to be relatively healthy and efficient organizations.

A combination of "Management by Objectives" and "Group Appraisal" was used in accomplishing the first three of the five above objectives. Working from the higher toward the lower positions in the organizational hierarchy,

each supervisor called a committee meeting with his supervisor and several other employees who would have been in a position to observe the work performance of the appraisee. Following a brief discussion of the "strongest" and "least strong" aspects (intra-individual) of the appraisee's performance, the committee developed a list of recommendations in keeping with the first two of the aforementioned objectives. (Each of these discussions focused only on intra-individual differences.) Following this group meeting, the supervisor conducted a counseling session with the appraisee during which the opinions and recommendations of the committee were discussed. With this as a background, the supervisor and appraisee then worked out a list of specific goals for personal development to be accomplished during the coming year. In addition, based on the requirements and expectations of work accomplishment for the coming year as worked out by the supervisor and his boss, the supervisor and the appraisee (subordinate) worked out a list of goals for organizational accomplishment (objective #3) applying to the appraisee. Thirty of the 85 professional employees at NSC and all 25 of the professional employees at NRFC were covered by this program. Part II of this report deals with the developmental activities involved in objectives 1 and 2, while Part III of this report is concerned with the MBO portion (objective #3) of the project.

Generation of the best performance rating scales for each professional job (objective #4) involved the following scale construction steps:

1. A group of employees (3 to 6) familiar with the job listed the most relevant aspects of performance for the specific job.
2. The group then generated "specific" behavioral examples they had observed that demonstrated high and low performance on each performance aspect.
3. At a later time, these behavioral incidents were presented to the individuals in the group, who assigned them to the rating scale (aspect) and rating scale level (low to high on a 5-point scale) that they thought appropriate.
4. Incidents that were not by consensus assigned to the same location (both rating scale and level) were eliminated.

This procedure yielded rating scales that are relevant to the job being rated and that are "anchored" by specific behavioral incidents representing on the scales the various levels of job performance.

Rating scales were constructed for 6 of the 27 civilian professional jobs at NSC and for 3 of the 7 jobs at NRFC. General "supervisory" scales were constructed covering 11 of the 21 remaining jobs at NSC and all 4 of the remaining professional jobs at NRFC. Part IV of this report and Technical Report NPS55Gh73063 present the scale construction work conducted during the research project.

In support of objective #5, a task inventory asking employees to list the degree to which they were involved in various activities was administered

to 85 civilian professionals at NSC and 26 civilian professionals at NRFC. The same inventory was completed by civilian professionals in NAVSUP and NAVCOMPT in Washington, D.C. The data from the responses to this inventory formed the basis for the investigation of career paths, which was objective #5 of this project. The research done on career paths is described in Technical Report NPS55Ea73062.

Another technical report in this series, NPS55Rr73061, contains ancillary studies conducted during the term of this project. These studies included one using multidimensional scaling in examining how supervisors differentiate among their subordinates, and another effort which involved developing a comprehensive bibliography of the Management by Objectives literature.

The remainder of this report, NPS-55Gh73063, constitutes a manual for rating the performances of individuals in a number of Supply and Finance professional occupations. The rating scales and the procedures in this manual were developed during on-site research. The procedures used for developing these rating scales are described in one of the technical reports in this series: NPS-55Gh73061, p. 20 CF.

RATING MANUAL

CONTENTS

PART I: INSTRUCTIONS

PART II: INDEX TO JOBS

PART III: JOB RATING SCALES

PART IV: SUPERVISOR/MANAGER SCALES

\* \* \* \* \*

APPENDIX A: SAMPLE RATING FORM

APPENDIX B: SAMPLE NAVEXOS FORM 12450/6

PART I

INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION RATING FORM (Form # \_\_\_\_\_)

Purpose: To provide for documentation of an employee's work performance which may be used:

- A. To meet CSC regulations requiring an annual assessment of an employee's level of performance;
- B. As a basis for administrative actions (promotion, demotion, special awards, validation of the Position/Job Description, etc.);
- C. To provide a means by which a supervisor can make rating evaluations of an employee's job performance based on documented specific behaviors.

To Complete the Rating Form:

A. Section I: SPECIFIC ACCOMPLISHMENTS: Consider the employee's overall performance during the rating period, and list all specific accomplishments or noteworthy incidents in which he has had a major role. In order that the evaluation be completely objective, negative information should also be included. It is important that the employee be allowed to provide input information for this section. Discuss with the employee beforehand all accomplishments, specific goals that have been met (or the reasons they haven't been met), etc. If negative information is being considered, discuss the problem area with the employee. This section may also be used to justify an overall performance rating of Outstanding or Unsatisfactory (see Section III), or to justify a High Quality Step Increase (see Section IV.C.).

B. Section II: JOB PERFORMANCE RATING SCALES:

1. Look up the specific job held by the ratee in Part II of this manual (Part II is an index of all jobs). Part II will refer you to the location in this manual where you will find the rating scales to be used. Using the scales presented as worksheets, make your ratings as follows:

a. Work on one rating scale at a time;

b. Consider the specific behaviors listed on that scale and the behaviors of the employee being evaluated. Please understand that the behaviors listed cannot cover everything, but are only examples of the kinds of behaviors you should think about. Any behavior demonstrated by this employee which seems to reflect a valid scale level, but is not included on that scale, should be entered on the worksheet in the blank box under the appropriate level (1-High through 5-Low);

c. Mark the ratee on one point on each rating scale. This decision should be based on all the relevant information available. Pick a point (1 through 5) which best describes the ratee's performance;

d. Transfer the scale titles and rating marks to Section II of the Evaluation Form.

2. Keep your worksheets so you can use any information that is relevant on future ratings. You will periodically be asked for any incidents generated. These incidents will be used to periodically update the form.

C. Section III: LEVEL OF PERFORMANCE: In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. Keeping in mind the accomplishments listed in Section I and the ratings given in Section II, mark the employee's overall performance as Outstanding, Satisfactory, or Unsatisfactory.

1. Outstanding Performance: May warrant a quality increase or sustained superior performance award (see Section IV.C.). Written documentation must be given to justify a rating of Outstanding. Section I may be used for this purpose.

2. Satisfactory Performance: Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant a Within Grade Increase (see Section IV.B.), but it also does not preclude a monetary award (see Section IV.C.).

3. Unsatisfactory Performance: If Unsatisfactory performance rating is contemplated, action should be initiated to issue a 90-day warning. (Contact Personnel Department). Written documentation must be given to justify a rating of Unsatisfactory. Section I may be used for this purpose.

D. Section IV:

1. Position/Job Description: Review the employee's Position/Job Description to insure it is up to date and properly reflects the duties being performed by the employee. If not, action should be taken to update the Position/Job Description.

2. Within Grade Increases: Mark whether or not the employee's performance is of an acceptable level of competence. If so, and the evaluation is being made on employee's anniversary date, a Within Grade Increase will be processed. If not, the Personnel Department should be contacted at least 75 days in advance of employee's anniversary date for preparation of the notice to withhold Within Grade Increase.

3. Salary Increases and Cash Awards:

a. If a High Quality Step Increase is being recommended, justification should be made in Section I of the Rating Form.

b. For other awards (Sustained Superior Performance, Superior Achievement, Special Act or Service), complete NavExos Form 12450/6. (A sample of this form is included as Appendix B).

PART II

INDEX TO JOBS

BUDGET ANALYST.....	PART III, Page 1
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EQUIPMENT SPECIALIST.....	PART III, Page 16
INVENTORY MANAGER.....	PART III, Page 25
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MILITARY PAY SPECIALIST.....	PART III, Page 40
PROPERTY DISPOSAL SPECIALIST.....	PART III, Page 47
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PART III

JOB RATING SCALES



BUDGET ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE

BUDGET ANALYST

ADAPTABILITY & SENSITIVITY

1 2 3 4 5

High |

Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system

Has assigned a great variety of tasks - he did them and did not complain; in fact welcomed them

This person completed wide range of unrelated assignments

Medium |

New procedure was introduced - he was able to use it before any of the others

Office space being reduced - this person on own cleaned out excess office files & mail

Unscheduled priority task assigned - this person took it in stride

Low |

In changeover from manual to mechanized system, this man did it but without enthusiasm

Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved

Assigned to project - completed all aspects except one requiring a specialized technique

Additional personnel required reallocation of office space - this person protested reduced space & took it to the union

Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered

Received assignment slightly different than usual - came back with "Can't Do" response

Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case

		1	2	3	4	5	High	Medium	Low
<input type="checkbox"/>	<input type="checkbox"/>	<td>Had reasonable solution - examined other possibilities &amp; listened well when their feasibility was presented</td> <td>Condensed a verbose report down to a succinct one as desired by recipient</td> <td>Read change to manual - understood change in action required &amp; did so</td> <td>Was interested in topic &amp; interrupted explanation of necessary sent</td> <td>Submitted report 2 pages long - but all one paragraph</td> <td>Submitted report 2 pages long - but all one paragraph</td> <td>Submitted report 2 pages long - but all one paragraph</td>	Had reasonable solution - examined other possibilities & listened well when their feasibility was presented	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Was interested in topic & interrupted explanation of necessary sent	Submitted report 2 pages long - but all one paragraph	Submitted report 2 pages long - but all one paragraph	Submitted report 2 pages long - but all one paragraph
<input type="checkbox"/>	<input type="checkbox"/>	<td>Prepared subject for discussion in advance</td> <td>Report produced could be forwarded without any grammatical corrections</td> <td>Received instruction &amp; later provided feedback info on progress to sender</td> <td>Gave answers in anticipation of question to be asked &amp; thus gave info not needed or requested</td> <td>Received instruction &amp; nodded head indicating understanding when he didn't understand</td> <td>Received instruction &amp; nodded head indicating understanding when he didn't understand</td> <td>Received instruction &amp; nodded head indicating understanding when he didn't understand</td>	Prepared subject for discussion in advance	Report produced could be forwarded without any grammatical corrections	Received instruction & later provided feedback info on progress to sender	Gave answers in anticipation of question to be asked & thus gave info not needed or requested	Received instruction & nodded head indicating understanding when he didn't understand	Received instruction & nodded head indicating understanding when he didn't understand	Received instruction & nodded head indicating understanding when he didn't understand
<input type="checkbox"/>	<input type="checkbox"/>	<td>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</td> <td>Received poorly worded information to pass on - he re-worded it into clear, concise statements before re-laying the info to others</td> <td>Willing to contact anyone for needed information</td> <td>Used non-standard acronyms in his report</td> <td>Submitted report with incomplete sentences, incorrect grammar, inadequate &amp; confusing portions</td> <td>Submitted report with incomplete sentences, incorrect grammar, inadequate &amp; confusing portions</td> <td>Submitted report with incomplete sentences, incorrect grammar, inadequate &amp; confusing portions</td>	Gave instructions to one person in different fashion from another - tailored message to fit individual receiver	Received poorly worded information to pass on - he re-worded it into clear, concise statements before re-laying the info to others	Willing to contact anyone for needed information	Used non-standard acronyms in his report	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions
<input type="checkbox"/>	<input type="checkbox"/>	<td>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</td> <td>Needed to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</td> <td>Submitted report - only changes necessary were those of style</td> <td>Submitted report that was satisfactory except for grammatical/spelling errors</td> <td>Asked him what had happened when possible errors were made - he gave evasive answers</td> <td>Asked him what had happened when possible errors were made - he gave evasive answers</td> <td>Asked him what had happened when possible errors were made - he gave evasive answers</td>	Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence	Needed to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action	Submitted report - only changes necessary were those of style	Submitted report that was satisfactory except for grammatical/spelling errors	Asked him what had happened when possible errors were made - he gave evasive answers	Asked him what had happened when possible errors were made - he gave evasive answers	Asked him what had happened when possible errors were made - he gave evasive answers
<input type="checkbox"/>	<input type="checkbox"/>	<td>Was asked to investigate problem - presented his results in short, clear points</td> <td>Requested info by letter - got correct info back</td> <td>Requested info by letter - a few respondents misunderstood &amp; sent wrong info</td> <td>This person required change to be explained &amp; re-explained before it was comprehended</td> <td>Requested info by letter - a few respondents gave evasive answers</td> <td>Asked him what had happened when possible errors were made - he gave evasive answers</td> <td>Asked him what had happened when possible errors were made - he gave evasive answers</td>	Was asked to investigate problem - presented his results in short, clear points	Requested info by letter - got correct info back	Requested info by letter - a few respondents misunderstood & sent wrong info	This person required change to be explained & re-explained before it was comprehended	Requested info by letter - a few respondents gave evasive answers	Asked him what had happened when possible errors were made - he gave evasive answers	Asked him what had happened when possible errors were made - he gave evasive answers
<input type="checkbox"/>	<input type="checkbox"/>	<td>Submitted report that was clearer, concise, with no technical errors</td> <td>Listened to complete question &amp; explanation before answering</td> <td>Requested info by letter - a few respondents gave evasive answers</td> <td>Submitted report 2 pages long - but all one paragraph</td> <td>Submitted report 2 pages long - but all one paragraph</td> <td>Submitted report 2 pages long - but all one paragraph</td> <td>Submitted report 2 pages long - but all one paragraph</td>	Submitted report that was clearer, concise, with no technical errors	Listened to complete question & explanation before answering	Requested info by letter - a few respondents gave evasive answers	Submitted report 2 pages long - but all one paragraph	Submitted report 2 pages long - but all one paragraph	Submitted report 2 pages long - but all one paragraph	Submitted report 2 pages long - but all one paragraph

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BUDGET ANALYST

INTRODUCTION

1	Attends night school on his own to get more technical knowledge	Subscribed on his own to a trade magazine	Completed assigned work & advised supervisor of the completion	Has been on the job many years - doesn't do anything to learn or improve
2	Co-worker was working on difficult problem - this person went to him & offered help	Took course for improvement when suggested by supervisor	Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time	All assigned tasks were completed - took no action to get further work
3	Got an exception from the computer saying a job order # is bad - researched out correct one & inserted it on her own, whereas she could have just left it alone & gotten away with it	Finished immediate task & used free time to keep abreast of changes in his subject matter area	Acquired additional knowledge or skill only when directed to do so	Given task - stretched it out as long as possible
4	Was assigned in subject matter area - continually interfered with customer to improve subject knowledge	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task	Took project to stage where someone else must process a portion - did not follow up to expedite completion of project
5	Spotted high hourly rate for specific cost account & tracked down on her own whereas she could have ignored it & gotten away with it	All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed	While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor	Sat and waited for dad to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the dad

BUDGET ANALYST

INSTITUTE

		5
		4
		3
High	Medium	<p>Revised method of utilizing DDP in place of manual processing of time-consuming routine</p> <p>After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion</p> <p>Devised method of compiling "water cargo" rates that was comprehensive &amp; complied with all imposed regulations - now also used by other contractors</p>
High	Low	<p>Combined 3 separate forms into one comprehensive form - making a more efficient system</p> <p>Submitted standard articles (from other pubs) for inclusion in customer service publication</p> <p>Devised system of assigning job order numbers which incorporated cost accounting numbers</p> <p>This BA established a new system of setting up job orders which grouped them &amp; thus saved time &amp; effort</p>
Medium	High	<p>This person proposed change which proved to be completely disruptive at the next level of processing</p>
Medium	Low	<p>Over long period of time - made no recommendations on any aspect of regular duties</p> <p>This BA changed all job order #'s to start sequentially with #1 at start of FY - operating units had to change from a job order # they were familiar with</p>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Low
Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Customer was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This person was asked by others for help - he encouraged this	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Line supervisor called & asked for this person to work on a problem	Customer came in and asked for this man because of good relationship	Under pressure, became rude with customer
Customer later called saying he wasn't treated fairly	Refused to ask a person for assistance because he disliked this person	Wouldn't answer questions	This person discourages others from getting into work him by making such contacts unpleasant	Employee gaslighting into avoided this person when there was a choice - was reluctant to get into from this person	Employee had problem to be resolved - after brief discussion, was irritated by inattentiveness of this person	Customer came in and asked for this man because of good relationship	Customer came in and asked for this person to work on a problem	Customer later called saying he wasn't treated fairly	Customer later called saying he wasn't treated fairly

BUDGET ANALYST

TECHNICAL KNOWLEDGE

		High	Medium	Low		
		1	2	3	4	5
High	NSC had been paying utility bills for various commands - this BA pointed out that this was an incorrect application of the Resource Management System	Corrected supervisor in specifying best location for an accounting adjustment	Accounting adjustment was required - this BA made correct adjustment	Charged purchase of DP equipment against wrong expense element	Allowed accrual of costs against wrong fiscal year	Allowed accrual of costs against wrong cost account
Medium	BA questioned application of surcharges to Foreign Military Sales - had correctly spotted an incorrect procedure	Included all major factors in preparing an "average cost"	Received ADR at beginning of month - this BA analyzed it along with previous months to point out trends	Assigned to analyze data - this BA failed to report any of the significant aspects such as trends, variances, comprehensiveness, etc.	Was asked why a certain statistic was used in an analysis - BA was unable to explain	
Low	At end of fiscal year analyzed various ADR's & made recommendations to give NSC the more favorable budget position	Pointed out possibility of using a processing charge on certain transactions (re-imburable)				

COMPUTER SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

		High	Medium	Low
1		Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system	Was assigned a great variety of tasks - he did them and did not complain; in fact, selected them	During changeover to new procedure - he kept asking superfluous questions
2		New procedure was introduced - he was able to use it before any of the others	Office space being reduced - this person on own cleaned out excess office files & mat'l	This person was provided alternative approach by supervisor - didn't accept alternative
3		In changeover from manual to mechanized system, this man did it but without enthusiasm	Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved	Was assigned to a project outside of his specialty - was not able to perform well
4			Assigned to project - completed all aspects except one requiring a specialized technique	Additional Personnel required reallocation of office space - this person protested reduced space & took it to the union
5			Unscheduled priority task assigned - this person took it in stride	Received assignment slightly different than usual - came back with "Can't Do" response
				Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case

	1	2	3	4	5	High	Medium	Low
	<input type="checkbox"/>	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Submitted report 2 pages long - but all one paragraph				
						Report produced could be forwarded without any grammatical corrections	Received instruction & later provided feedback info on progress to sender	Received instruction & nodded head indicating understanding when he didn't understand
						Gave instructions to one person in different fashion from another - tailored message to fit individual receiver	Gave answers in anticipation of question to be asked & thus gave info not needed or requested	Received copy & was told of negotiated union agreement - later denied any knowledge about it
						Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence	Used non-standard acronyms in his report	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing definitions
						Was asked to investigate certain action - this person was able to point to various sections of manuals that provided support for the action	Submitted report that was satisfactory except for grammatical/spelling errors	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing definitions
						Was asked to investigate problem - got correct info back	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage	Asked him what had happened when possible errors were made - he gave erasing answers
						Was asked to investigate his problem - presented his results in short, clear points	This person required change to be explained & re-explained before it was comprehended	Road change to manual - failed to understand or accept the change in report requested so didn't use it
						Submitted report that was clear, concise, with no additional comments	Requested info by letter - a few respondents misunderstood & sent wrong info	Indicated change to program in run book but didn't call it to anyone's attention
						Listening to complete question & explanation before answering		
						When interviewing, certain questions were asked & responded to		

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5				
Attends night school on his own to get more technical knowledge	Subscribed on his own to a trade magazine	Completed assigned work & advised supervisor of the completion	Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time	All assigned tasks were completed - took no action to get further work	Given task - stretched it out as long as possible	Took project to stage where someone else must process a portion - did not follow up to expedite completion of project	Sat and waited for data to come in until it was almost too late for a report deadline to be met - <u>boss</u> ended up having to call for the data	
No obvious customer problem - this CS searched customer's work area to spot problems & to aid customer in understanding the program output	Co-worker was working on difficult problem - this person went to him & offered help	Took course for improvement when suggested by supervisor	Acquired additional knowledge or skill only when directed to do so	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task				
Had problem with one of the systems - came in at any time to work on it	Finished immediate task & used free time to keep abreast of changes in his subject matter area	Was assigned in subject matter area - continually interacted with customer to improve subject matter knowledge	All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed	While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor				

COMPUTER SPECIALIST

INNOVATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7
High	Medium	Medium	Medium	Medium	Medium	Low
Devised method of utilizing ADP in place of manual processing of time-consuming routine	Combined 3 separate forms into one comprehensive form - making a more efficient system	Submitted standard articles (from other pubs) for inclusion in customer service publication				Over long period of time - made no recommendations on any aspect of regular duties



## COMPUTER SPECIALIST

## TECHNICAL KNOWLEDGE

1	2	3	4	5	Low
<input type="checkbox"/>	Received assignment to write a program - was aware of & used reference mat'l supplied by computer manufacturer				
<input type="checkbox"/>	Worked on function area likely to be changed - designed programs/systems to be easily changed as requirements changed				
<input type="checkbox"/>	Others ask & receive info from this CS when they have bug in their program				
<input type="checkbox"/>	Learned & utilized uncommon machine facilities & followed thru to evaluate their effect				
<input type="checkbox"/>	Asked to de-bug program in subject matter area he is not familiar with - under pressure quickly identified & resolved the problem				
<input type="checkbox"/>	Is assigned into a subject matter area for a couple years - asks numerous questions about matter he should already be familiar with				
<input type="checkbox"/>	Utilized uncommon machine facilities, but didn't follow thru to evaluate their effect				
<input type="checkbox"/>	Assigned specs - uses excessive core memory due to inefficient coding techniques				
<input type="checkbox"/>	Wrote program that got job done but was not internally consistent in organization				
<input type="checkbox"/>	Tried program & it didn't work - then used machine (large # of compiles) to locate difficulty rather than proper desk check				

High	Medium	Low
<p>Was given several different types of tasks during crisis - he accepted them all &amp; did his best to accomplish each one</p> <p>Came to work even when ill because of the work he felt he should do</p> <p>Was out of work - looking for more work</p> <p>Christie blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home &amp; on usual breaks to get more done</p>	<p>Redirected customer to another possible source</p> <p>Was assigned to special committee - enthused others by his positive attitude</p> <p>Helped the customer of temporarily absent co-worker</p> <p>Accepted criticism of his work &amp; adjusted accordingly</p> <p>He accepted emergency project outside of normal work area without complaint</p> <p>Came to work well before starting time</p> <p>Accumulated lots of sick leave</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint</p> <p>Accepted unpleasant assignment without gridding</p> <p>Called in the middle of the week asking for a day of annual leave</p> <p>Saved work to do so he could perform it when his supervisor came by</p> <p>He accepted minimum daily production quota &amp; quit early</p> <p>Had problem - kicked wastepaper basket &amp; slammed file cabinet, etc. - disturbing others</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many valid excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p> <p>There is a problem - CS refuses to look at own program until others have proven the error is not elsewhere</p>
1	2	3
4	5	5

EQUIPMENT SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INTERPERSONAL RELATIONSHIPS
5. RACE RELATIONS
6. RELIABILITY/DEPENDABILITY
7. TECHNICAL KNOWLEDGE
8. WORK ATTITUDE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	Low	Medium	High	Very High	Extremely High
Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system	New procedure was introduced - he was able to use it before any of the others	In changeover from manual to mechanized system, this man did it but without enthusiasm	Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved	Office space being reduced - this person on own cleaned out excess office files & mat '1	New procedure was introduced - he was able to use it before any of the others	Office space being reduced - this person on own cleaned out excess office files & mat '1	Unscheduled priority task assigned - this person took it in stride	His specialty is in ordnance, but he can work in electronics or general material	Assigned to separate finished & unfinished mat'l & set up a control system so it is easily recognized & located - he did an excellent job
Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them	This person completed wide range of unrelated assignments	Assigned to project - completed all aspects except one requiring a specialized technique	Assigned to project - completed all aspects except one requiring a specialized technique	He was assigned & performed work satisfactorily in one area outside his primary specialty	Assigned to project - completed all aspects except one requiring a specialized technique	He was assigned & performed work satisfactorily in one area outside his primary specialty	Handles own area, but requires help in working other areas	His specialty is electronics & he can't do other kinds of work	His specialty is electronics & he can't do other kinds of work
During changeover to new procedure - he kept asking superfluous questions	Additional personnel required reallocation of office space - this person protested reduced space & took it to the union	Received assignment slightly different than usual - came back with "Can't Do..." response	Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered	Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case					

EQUIPMENT SPECIALIST

COMMUNICATIONS

1	2	3	4	5	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report 2 pages long - but all one paragraph
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Received instruction & nodded head indicating understanding when he didn't understand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Received copy & was told of negotiated union agreement - later denied any knowledge about it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asked him what had happened when possible errors were made - he gave evasive answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read change to manual, failed to understand or accept the change & action required & so did not do it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reported (described) to ICP item for disposition - many questions came back concerned with what the item was
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listened to complete question & explanation before answering
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wrote instructions, changed direction, & sent correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report - only changes necessary were those of style
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This person required change to be explained & re-explained before it was comprehended
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requested info by letter - a few respondents misunderstood & sent wrong info
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Was asked to investigate problem - presented his results in short, clear points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Condensed a verbose report down to a succinct one as desired by recipient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report produced could be forwarded without any grammatical corrections
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gave instructions to one person in different fashion from another - tailored message to fit individual receiver
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supervisor gone for a day - next morning this person brought supervisor up to date on what had happened during absence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has asised to investigate problem - presented his results in short, clear points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requested info by letter - got correct info back
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read change to manual, failed to understand or accept the change & action required & so did not do it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted subject for discussion in advance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Received instruction & later provided feedback info on progress to sender
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively used written memos
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Used non-standard acronyms in his report
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was satisfactory except for grammatical/spelling errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wanted to investigate certain action - this person was able to point to various sections of manuals that provided support for the action
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has asised to investigate problem - presented his results in short, clear points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contact anyone for needed information
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Submitted report that was clear, concise, with correct answers
<input type="checkbox"/> </					

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Attends night school on his own to get more technical knowledge	Subscribed on his own to a trade magazine	Completed assigned work & advised supervisor of the completion	Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time	All assigned tasks were completed - took no action to get further work	Given task - stretched it out as long as possible	Took project to stage where someone else must process a portion - did not follow up to expedite completion of project	Sat in & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data	This man has no forklift license - he processed mat'l in his area & waited for someone to remove it rather than ask someone to remove it
	Co-worker was working on difficult problem - this person went to him & offered help	Took course for improvement when suggested by supervisor	Acquired additional knowledge or skill only when directed to do so	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task	Was assigned immediate task & used free time to keep abreast of changes in his subject matter area	Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge	While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor	
Customer claimed erroneous equipment was sent - this man investigated on his own	Automotive parts received - this man called PW garage to see if they could use the parts	Automotive parts received - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed	All assigned tasks completed -					

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	
High	Medium	Medium	Medium	Low	
Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This person was asked by others for help - he encouraged this	This man felt he was in rivalry with co-worker - only spoke to him when required by job	Under pressure, became rude with customer
Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Customer later called saying he wasn't treated right	Customer refused to ask a person for assistance because he disliked the person
A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly	Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Line supervisor called & asked for this person to work on a problem	Customer came in and asked for this man because of good relationship	Needlessly & unintentionally offended interviewer by his manner of requesting info	Wouldn't answer questions
Customer came by & this person made him feel welcome	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Customer later called saying he wasn't treated right	This person discourages others from getting info from him by making such contacts unpleasant
Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand	Customer came by & this person made him feel welcome	Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This man felt he was in rivalry with co-worker - only spoke to him when required by job	Under pressure, became rude with customer	Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person
Customer came by & this person made him feel welcome	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Customer later called saying he wasn't treated right	Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person
Customer came by & this person made him feel welcome	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Customer later called saying he wasn't treated right	Gave short answers to questions
Customer didn't get mat'l off-loaded because this man & customer got into an argument					

EQUIPMENT SPECIALIST

RACE RELATIONS

1  2  3  4  5

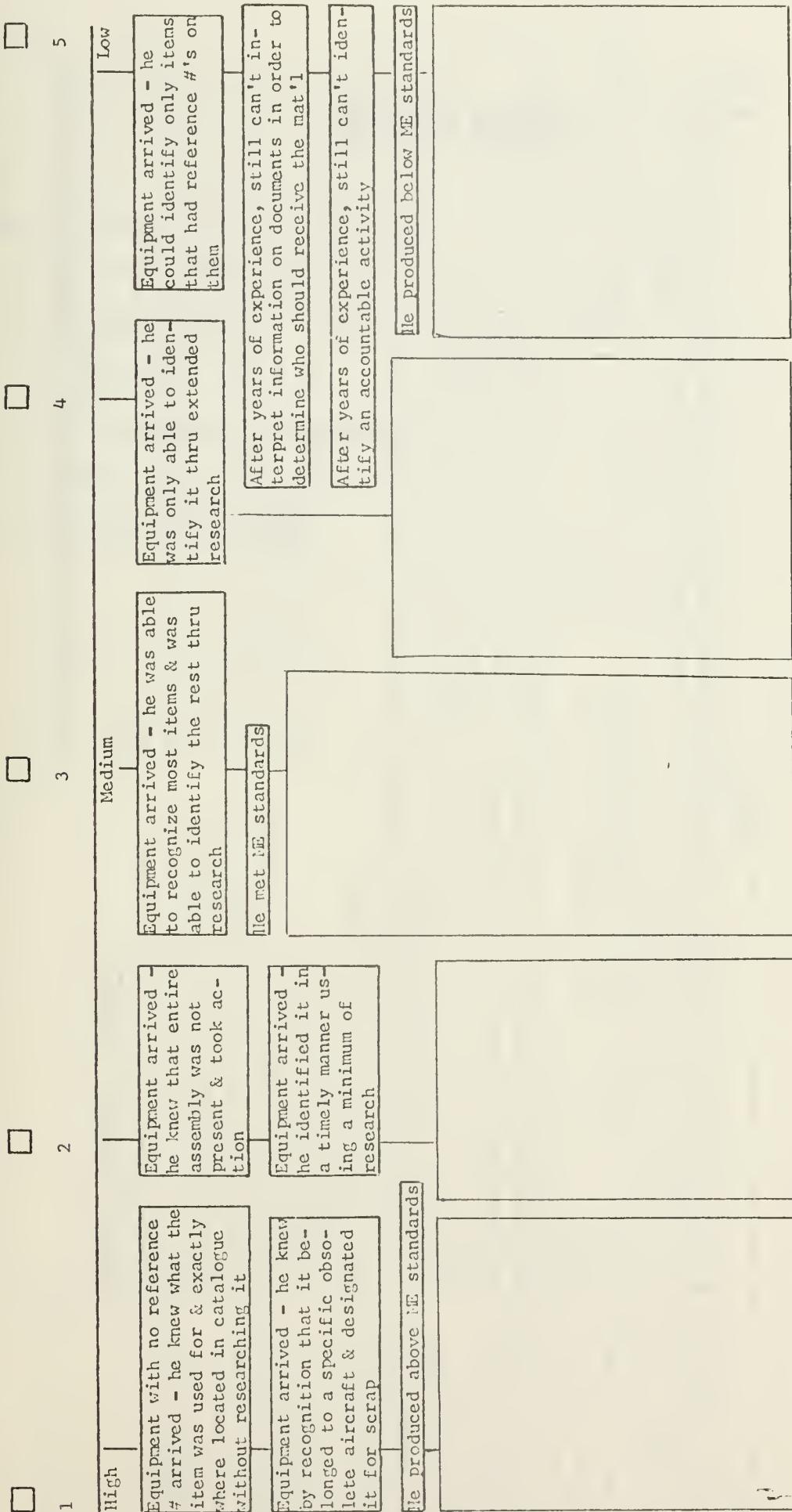
High	Medium	Low
<p>Was present when bigoted statement was made - he indicated his personal disagreement with the statement</p>	<p>New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers</p>	<p>Referred to blacks as "niggers" - used other such language</p>
<p>Was present when bigoted statement was made - he tried to convince the man that his statement was wrong</p>	<p>Was present when bigoted statement was made - he remained silent</p>	<p>Refused to work on a team because of the race of a team member</p>
		<p>Spoke against minorities in their absence &amp; for them in their presence</p> <p>Under general situations - he complained about EEO program making HRM a minority</p>

EQUIPMENT SPECIALIST

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
High		Medium		Low	
Important project to be done - this person came in when sick (would normally stay home)		Possibility of a call-out existed - he made sure he could be reached on the phone		Kept boss appraised of progress - recommended change in deadline as appropriate	Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions		Worked overtime on own to meet a deadline of significant problem		Given task to process a change - reported when done	Asked for additional time when deadline approached
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Was called by duty officer at midnight to determine availability of some equipment - he cheerfully came to work to get the equipment					
<input type="checkbox"/>					
Failed to meet deadline & lost opportunity for promotion					
<input type="checkbox"/>					
Failed to complete task associated with routine correspondence - resulted in follow-up action from senior co-worker					
<input type="checkbox"/>					
This person kept putting off completion of a rather unpleasing task until it became critical - this situation often happened					
<input type="checkbox"/>					

## EQUIPMENT SPECIALIST

TECHNICAL KNOWLEDGE

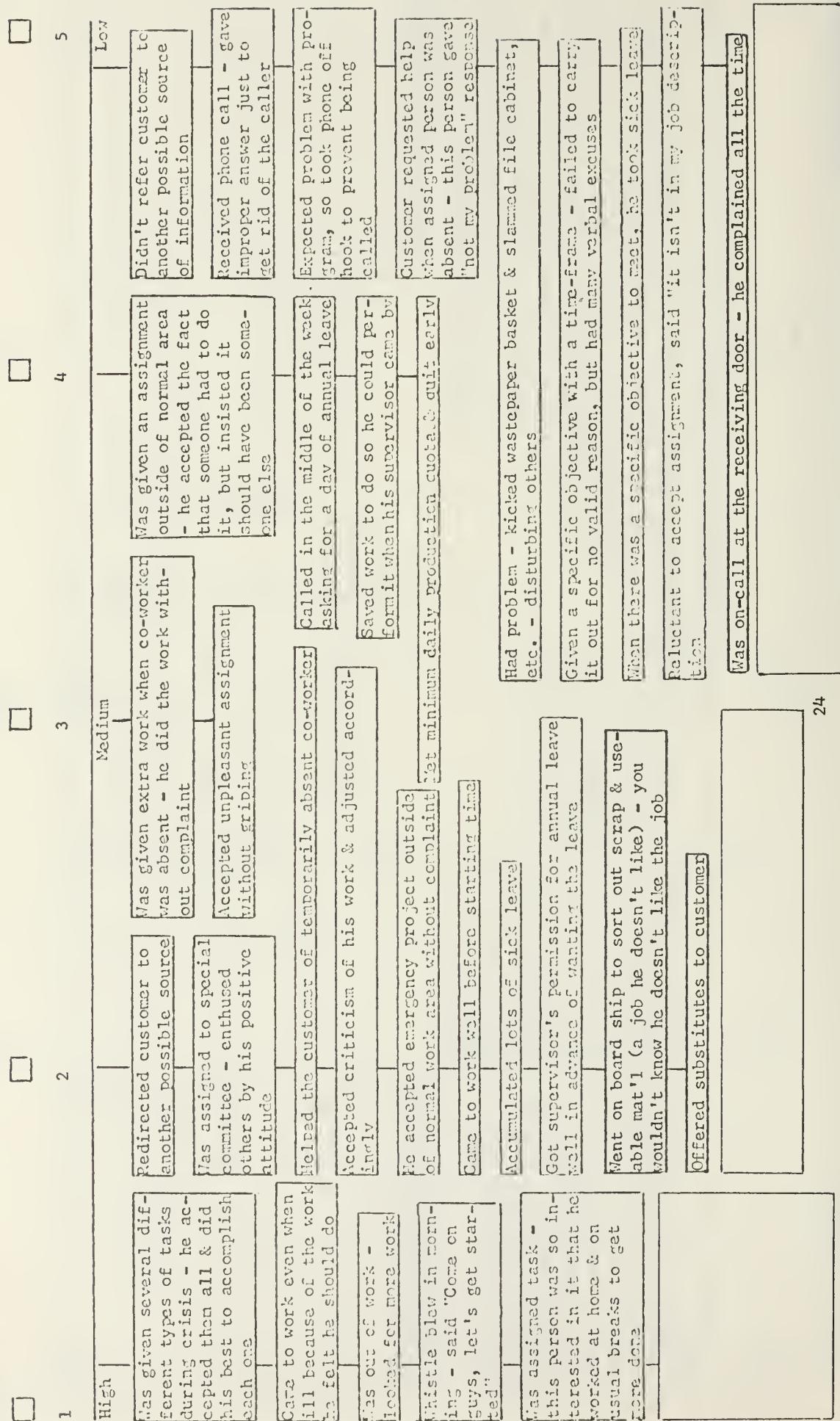


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## EQUIPMENT SPECIALIST

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WORK ATTITUDE



INVENTORY MANAGER

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INNOVATION
4. INTERPERSONAL RELATIONSHIPS
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE

INVENTORY MANAGERADAPTABILITY/VERSATILITY

				High	Medium	Low	
		1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p>	<p>New procedure was introduced - he was able to use it before any of the others</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>Was assigned priority task; assigned - this person took it in stride</p>	<p>Office space being reduced - this person only cleaned out excess office files &amp; mail</p>	<p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p>	<p>Was assigned to a project outside of his specialty - was not able to perform well</p>	<p>Additional personnel required reallocation of office space - this person protested reduced space &amp; took it to the union</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>This person completed wide range of unrelated assignments</p>	<p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p>Assigned to manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p>Received assignment slightly different than usual - came back with "Can't Do" response</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>This person completed</p>	<p>Assigned to project - completed</p>	<p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	<p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	<p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	
High		Medium		Low	
Had reasonable solution examined other possibilities & listened well when their feasibility was presented	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Was interested in topic & interrupted explanation of message being sent	Submitted report 2 pages long - but all one paragraph	
Prepared subject for discussion in advance	Report produced could be forwarded without any grammatical corrections	Received instruction & later provided feedback info on progress to sender	Gave answers in anticipation of question to be asked & thus gave info not needed or requested	Received instruction & nodded head indicating understanding when he didn't understand	
Give instructions to one person in different fashion from another - tailored message to fit individual receiver	Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others	Willng to contact anyone for needed information	Used non-standard acronyms in his report	Received copy & was told of negotiated union agreement - later denied any knowledge about it	
Supervisor gone for a day - next morning this person brought superv up to date on what had happened during absence	Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for this action	Submitted report - only changes necessary were those of style	Submitted report that was satisfactory except for grammatical/spelling errors	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing definitions	
Was asked to investigate problem - presented his results in short, clear points	Was asked to investigate problem - got correct info back	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage	This person required change to be explained & re-explained before it was comprehended	Asked him what had happened when possible errors were made - he gave creative answers	
Submitted report that was clear, concise, with no technical jargon	Listened to complete question & explanation before answering	Requested info by letter - a few respondents misunderstood & sent wrong info	This IM sent written request for information - recipients did not understand what was requested & sent info not desired or called others at NSC to find out what was wanted	Asked him to understand or receive the change in problem definition & then	

		High	Medium	Low		
		1	2	3	4	5
Levised method of utilizing ADP in place of manual processing of time-consuming routine	High	Combined 3 separate forms into one comprehensive form - making a more efficient system	New computer printout was introduced requiring plastic templates that were not yet available - this IM immediately made template to ease task of locating important data	This person proposed change which proved to be completely disruptive at the next level of processing	Over long period of time - made no recommendations on any aspect of regular duties	
After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion	Medium	Submitted standard articles (from other pubs) for inclusion in customer service publication	Jade BenSug for improvement in Fleet requisitioning of provisions - was seriously considered but ended up being rejected			
Identified supply support problem & pursued until it was given the consideration it deserved	Medium					
In own commodity area, this IM organized & maintained system of identifying more than one substitute to better fill requests at point of entry	Low					



				High	Medium	Low		
				1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	Possibility of a call-cut existed - he made sure he could be reached on the phone (would normally stay home)	Kept boss appraised of progress - recommended change in deadline as appropriate	Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted	With large backlog of work - this man punched out & left	Was left as senior man present, so he went on leave	Asked for additional time when deadline approached	Rested frequently when temperature got slightly high
<input type="checkbox"/>	<input type="checkbox"/>	Reported for work & kept busy for entire 8-hr day	Given task to process a change - reported when done	Important project to be done - this person called in at 7:30 informing supervisor that he would be tardy	Was called because of an after-hours emergency - he had many reasons for not being able to respond	Went on sick leave as soon as it started to get cold	Important project to be done - called in at 7:30 requesting sick leave	Failed to meet deadline - lost opportunity for promotion
<input type="checkbox"/>	<input type="checkbox"/>	Assigned complicated & tedious research project - this person made sure specific problem would be addressed & critically examined each step to guarantee correctness of reported conclusions	Worked overtime on own to meet a deadline of significant problems	Given defective mat'l report to process - took action, but failed to report completion of task	Given task to reprocess a receipt - failed to verify completion of the correction			Failed to complete task associated with routine correspondence - resulted in follow-up action from senior colleague
<input type="checkbox"/>	<input type="checkbox"/>							This person kept putting off completion of a major unpleasant task until it became critical - thus disrupting other tasks

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2

1

High

Medium

Low

IM identified problem from computer printout - analyzed it & identified cause & corrective action

Assigned special project (first-time) while supervisor was absent - IM completed every detail of task & provided complete summary to Division Director

IM identified problem from computer printout - analyzed it & identified cause & corrective action

Assigned a special project & was given comprehensive directions for its completion - followed the directions exactly & completed the project with only a few clarification discussions

Was given printout - IM did not recognize computer output problem

MANAGEMENT ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. MORAL COURAGE
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	Medium	High	Low	
Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system	New procedure was introduced - he was able to use it before any of the others	In changeover from manual to mechanized system, this man did it but without enthusiasm	This person was provided alternative approach by supervisor - didn't accept alternative	During changeover to new procedure - he kept asking superfluous questions	Additional personnel required reallocation of office space - this person protested reduced space & took it to the union	Received assignment slightly different than usual - came back with "Can't Do" response	Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case	
Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them	Office space being reduced - this person on own cleared out excess office files & mat'l	Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved	Assigned to project - completed all aspects except one requiring a specialized technique	Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered				
This person completed wide range of unrelated assignments	Unscheduled priority task assigned - this person took it in stride							
This MA applied a number of MA techniques to the project assigned								

MANAGEMENT ANALYST

COMMUNICATIONS

1	2	3	4	5	Medium	High	Low	
<input type="checkbox"/>	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Was interested in topic & interrupted explanation of message being sent	Submitted report 2 pages long - but all one paragraph				
<input type="checkbox"/>	Report produced could be forwarded without any grammatical corrections	Received instruction & provided feedback info on progress to sender	Gave answers in anticipation of question to be asked & thus gave info not needed or requested	Received instruction & nodded head indicating understanding when he didn't understand				
<input type="checkbox"/>	Prepared subject for discussion in advance	Effectively used written memos	Used non-standard acronyms in his report	Received copy & was told of negotiated union agreement - later denied any knowledge about it				
<input type="checkbox"/>	Gave instructions to one person in different fashion from another - tailored message to fit individual receiver	Willing to contact anyone for needed information	Submitted report that was satisfactory except for grammatical/spelling errors	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions				
<input type="checkbox"/>	Supervisor gone for a day - next morning this person brought superv up to date on what had happened during absence	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage	This person required change to be explained & re-explained before it was comprehended	Asked him what had happened when possible errors were made - he gave evasive answers				
<input type="checkbox"/>	Was asked to investigate problem - presented his results in short, clear points	Requested info by letter - got correct info back	Requested info by letter - a few respondents misunderstood & sent wrong info	Read change to manual - failed to understand or accept the change in fiction required & so did not change				
<input type="checkbox"/>	Submitted report that was clear, concise, etc	Listened to complete question & explained before answering	MA's solution was correct, but report of analysis couldn't be understood by users	MA's solution was correct, but report of analysis couldn't be understood by users				
<input type="checkbox"/>	More interruptions, confusion caused by a single, brief, incomplete							

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium	Medium	Medium	Low
Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This man felt he was in rivalry with co-worker - only spoke to him when required by job	Under pressure, became rude with customer
Responded to rude, demanding customer by providing service & suggesting alternatives - the customer ended up eating out of his hand	Customer arrived during other crises - this person complained why time couldn't be taken immediately & customer left satisfied	MA solicited info - interviewees responded with only info specifically requested - no interest was generated	Refused to ask a person for assistance because he disliked the person	Customer later called saying he wasn't treated right
A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional felt satisfied that he had been treated properly	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	This person discourages others from getting info from him by making such contacts unpleasant	Wouldn't answer questions	Refused to answer questions
Customer came in and asked for this man because of good relationship	Line supervisor called & asked for this person to work on a problem	Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person	Gave short answers to questions	MA so irritated the customer that customer was reluctant to accept MA's recommendations even though they were good ones
MA inspired interviewees to contribute new ideas	MA generated enthusiasm of the customer for the acceptance of the recommendations made			

MANAGEMENT ANALYST

MORAL COURAGE

1	2	3	4	5	Medium	High	Low
<input type="checkbox"/>	MA anticipated desires of CO & made his analysis conform	MA backed down from his recommendations upon challenge (no new evidence)	MA chose to avoid reporting pertinent information because it would lead to unpopular actions				
<input type="checkbox"/>	Defended his recommendations under strong social & political pressure	Based on analysis, recommended replacement of an incompetent person even though the incompetent person was well-liked	Given job involving staffing - based on analysis, recommended elimination of high level job even when this would threaten the MA's own job				
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

		1	2	3	4	5		
		High	Medium	Medium	Medium	Low		
		Important project to be done - this person came in when sick (would normally stay home)	Possibility of a call-out existed - he made sure he could be reached on the phone	Kept boss appraised of progress - recommended change in deadline as appropriate	Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted	With large backlog of work - this man punched out & left	With large backlog of work - this man punched out & left	
		Assigned complicated tedious research project - this person made sure specific problem would be addressed & noticably varified each step to guarantee correctness of related conclusions	Reported for work & kept busy for entire 8-hr day	Given task to process a change - reported when done	Important project to be done - this person called in at 7:30 informing supervisor that he would be tardy	Was left as senior man present, so he went on leave	Was left as senior man present, so he went on leave	
			Worked overtime on own to meet a deadline of significant problem			Asked for additional time when deadline approached	Asked for additional time when deadline approached	
						Rested frequently when temperature got slightly high	Rested frequently when temperature got slightly high	
						Was called because of an after-hours emergency - he has many reasons for not being able to respond	Was called because of an after-hours emergency - he has many reasons for not being able to respond	
						Went on sick leave as soon as it started to get cold	Went on sick leave as soon as it started to get cold	
						Important project to be done - called in at 7:30 requesting sick leave	Important project to be done - called in at 7:30 requesting sick leave	
						Failed to meet deadline - lost opportunity for promotion	Failed to meet deadline - lost opportunity for promotion	
						Failed to complete task associated with routine correspondence - resulted in follow-up action from senior colleague	Failed to complete task associated with routine correspondence - resulted in follow-up action from senior colleague	
						This person kept putting off completion of a rather unpleasant task until it became critical - this disturbed other employees	This person kept putting off completion of a rather unpleasant task until it became critical - this disturbed other employees	

MANAGEMENT ANALYST

TECHNICAL KNOWLEDGE

5

High	Medium	Low
<p><input type="checkbox"/></p> <p>Pointed out both benefits &amp; problems involved with each recommendation</p>	<p><input type="checkbox"/></p> <p>Gathered readily available data</p>	<p><input type="checkbox"/></p> <p>Made obvious recommendation</p>
<p><input type="checkbox"/></p> <p>Discarded obvious answer of "increasing assets" &amp; devised improved methods</p>	<p><input type="checkbox"/></p> <p>Upon analyzing one problem - recognized &amp; specified other tangential problems</p>	<p><input type="checkbox"/></p> <p>Failed to gather all available pertinent data</p>
<p><input type="checkbox"/></p> <p>Analyzed problem assigned - in addition to standard type solution the MA pointed out a more basic problem of which the one assigned was only a part</p>	<p><input type="checkbox"/></p> <p>Was asked to analyze "practicality" of a proposed action - he responded with an analysis of the "legality" of the proposed action</p>	<p><input type="checkbox"/></p> <p>Drew illogical conclusion from the data presented</p>
	<p><input type="checkbox"/></p> <p>After working on a project for a day, MA went to boss &amp; asked what problem he should be working on</p>	<p><input type="checkbox"/></p> <p>Given a simple analysis - failed to identify the basic problem addressed</p>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	Low	Medium	High	
Has given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one	Redirected customer to another possible source	Has given extra work when co-worker was absent - he did the work without complaint	Has given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else	Accepted unpleasant assignment without grining	Didn't refer customer to another possible source of information	Received phone call - gave improper answer just to get rid of the caller	Expected problem with program, so took phone off hook to prevent being called	
Came to work even when ill because of the work he felt he should do	Accepted criticism of his work & adjusted accordingly	Helped the customer of temporarily absent co-worker	Called in the middle of the week asking for a day of annual leave	Saved work to do so he could perform it when his supervisor came by	Customer requested help when assigned person was absent - this person gave "not my problem" response	Not minimum daily production quota, quit early	Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others	
Has cut off work - looked for more work	Accepted emergency project outside of normal work area without complaint	Has吹 in morning - said "C'me on guys, let's get started"	Came to work well before starting time	Accumulated lots of sick leave	Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses		When there was a specific objective to meet: he took sick leave	
Has assigned tasks - this person was so interested in it that he worked at home & on usual breaks to get more done	Got supervisor's permission for annual leave well in advance of wanting the leave				Reluctant to accept assignment, said "it isn't in my job description"			

MILITARY PAY SPECIALIST

Scales required to evaluate this job:

1. ABILITY TO INSTRUCT OTHERS
2. ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY
3. ASSESSMENT OF WORK PRIORITIES
4. KNOWLEDGE OF SUBJECT MATTER
5. LEADERSHIP
6. REPORT WRITING SKILLS



## MILITARY PAY SPECIALIST

## ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY

MILITARY PAY SPECIALIST

## ASSESSMENT OF WORK PRIORITIES

		High	Medium	Low
		1	2	3
		4	5	5
Sampled areas of discrepancies & then concentrated on those which could involve the larger monetary value				
Restricted in time originally allotted - concentrated on areas with higher potential pay-off based on sampling already completed				
Listed a lot of discrepancies on minor matter that is already set to be periodically corrected - nothing was therefore accomplished				
Generated extensive list of very minor discrepancies that costed more to correct than the money recovered				
During on-site - looked at limited types of documents & therefore did not know the command's status on many important performance areas				

MILITARY PAY SPECIALIST

KNOWLEDGE OF SUBJECT MATTER

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

High	Medium	Low
<p>Group of MPS's argued entitlement involving individual with advance leave - this MPS was able to substantiate &amp; document his position</p>		
<p>MPS questioned proper entitlement - manual available involved alternative but did not specify which should be used - MPS knew this &amp; obtained clarification from higher command</p>		
<p>BAQ problem where command made incorrect payments for 18 months - this MPS unraveled the factors involved &amp; took the correct action of checkage for amounts erroneously paid</p>		

		High	Medium	Low
		1	2	3
		4	5	
Monitored work being done & relayed to each MPS the types of discrepancies being found by the other MPS's of the team				Time permitted was cut short - this leader allowed the MPS's to work on whatever they wanted - resulting in an unrealistic audit
Given assignment & team members specified - assessed geographic locations in which various types of work was to be done and any specialties of the team members - matched to maximize MPS specialty with work assigned				
Given assignment - thoroughly planned work to be performed, what was to be examined (# & type), facilities needed for each team member & when needed - minimized impact on work operations				

## MILITARY PAY SPECIALIST

## REPORT WRITING SKILLS

PROPERTY DISPOSAL SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. RACE RELATIONS
5. TECHNICAL KNOWLEDGE
6. WORK ATTITUDE

PROPERTY DISPOSAL SPECIALIST

ADAPTING TO ENVIRONMENT

1

2

3

4

5

High

Medium

Low

Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system

New procedure was introduced - he was able to use it before any of the others

In changeover from manual to mechanized system, this man did it but without enthusiasm

Office space being reduced - this person on own cleared out excess office files & mat'l

Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved

Assigned to project - completed all aspects except one requiring a specialized technique

This person was provided alternative approach by supervisor - didn't accept alternative

Unscheduled priority task assigned - this person took it in stride

This person completed wide range of unrelated assignments

Was assigned to a project outside of his specialty - was not able to perform well

Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered

During changeover to new procedure - he kept asking superfluous questions

Additional personnel required reallocation of office space - this person protested reduced space & took it to the union

Received assignment slightly different than usual - came back with "Can't Do" response

Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	Medium	Medium	Medium	Low
Had reasonable solution examined other possibilities & listened well when their feasibility was presented	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Was interested in topic & interrupted explanation of message being sent	Submitted report 2 pages long - but all one paragraph
Prepared subject for discussion in advance	Report produced could be forwarded without any grammatical corrections	Received instruction & later provided feedback info on progress to sender	Gave answers in anticipation of question to be asked & thus gave info not needed or requested	Received instruction & nodded head indicating understanding when he didn't understand
Supervisor gone for a day - next morning this person brought supr up to date on what had happened during absence	Gave instructions to one person in different fashion from another - tailored message to fit individual receiver	Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others	Used non-standard acronyms in his report	Received copy & was told of negotiated union agreement - later denied any knowledge about it
Was asked to investigate problem - presented his problem - presented his results in short, clear points	Requested info by letter - got correct info back	Asked to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action	Submitted report that was satisfactory except for grammatical/spelling errors	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions
Was asked to investigate problem - presented his problem - presented his results in short, clear points	Requested info by letter - got correct info back	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage	This person required change to be explained & re-explained before it was comprehended	Asked him what had happened when possible errors were made - he gave evasive answers
Submitted report that was brief, concise, with no standard acronyms	Received instruction & obtained desired info soon a sufficient amount	Requested info by letter - a few respondents misunderstood & sent wrong info	Failed for over a week to relay information that litigation was over on containers that had been in litigation for a long period	Had change to manual - failing to understand certain the change in action required so didn't understand

PROPERTY DISPOSAL SPECIALIST

INTERPERSONAL RELATIONSHIPS

High	Medium	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Customer was disturbed over work situation - this man recognized his feelings & said some things to make him feel better
Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand	Customer arrived during other crises - this person complained why time couldn't be taken immediately & customer left satisfied	Impatient customer became rude - this man made effort of apassement. When this didn't work, he provided the service without further comment
A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly	Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Line supervisor called & asked for this person to work on a problem
Customer came in and asked for this man because of good relationship	Went out of way to help RORC unit get surplus boat	Gave short answers to questions

## PROPERTY DISPOSAL SPECIALIST

RACE RELATIONS

□

2

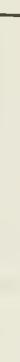
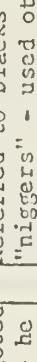
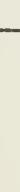
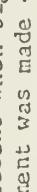
High |

was present when  
bargained statement  
was made - he  
tried to convince  
the man that his  
statement was  
incorrect.

Low	<p>Referred to blacks as "niggers" - used other such language</p>	<p>Refused to work on a</p>
Medium	<p>Was present when bigoted statement was made - he nodded agreement with the statement</p>	
High	<p>New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers</p>	

Was present when bigoted statement was made - he indicated his personal disagreement with the statement

Medium  
-  
New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers

	<p>Was present when bigoted statement was made - he nodded agreement with the statement</p>		<p>Spoke against minorities in their absence &amp; for</p>
	<p>Referred to blacks as "niggers" - used other such language</p>		<p>Refused to work on a team because of the race of a team member</p>

Was present when bigoted statement was made - he remained silent

Spoke against minorities in their absence & for them in their presence

Under general situations - he complained about EEO program making him a minority

Under general situations - he complained about EEO program not being held a minority

Under general situations - he complained about EEO program mainly being a minority

Under general situations - he complained about EEO program mainly being a minority

Under general situations - he complained about EEO program mainly being a minority

PROPERTY DISPOSAL SPECIALIST

TECHNICAL KNOWLEDGE

1  2  3  4  5

High | Medium | Low

Spotted item designated for scrap, redesignated it for catalog sale & it sold at a high value - all this happened because he knew current market values

Described item for scrap, redesignated it for catalog sale & it sold at a high value - all this happened because he knew current market values

1  2  3  4  5

High | Medium | Low

Examined mat'l & prepared written description - customers ordering on the basis of the description were satisfied that they got what they ordered

Described a vehicle for sale as having an automatic transmission when it didn't

1  2  3  4  5

High | Medium | Low

Designated items for sale at \$40 each - at another sale the following week, it was evident that the items would have easily sold for \$50 each

Designated item for resale at a price below its scrap value

		1	2	3	4	5	High	Medium	Low
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PART IV

SUPERVISOR/MANAGER RATING SCALES

GENERAL SUPERVISOR/MANAGER

Scales required to evaluate a Supervisor/Manager:

1. ACTIVE ORGANIZATION & PLANNING
2. ATTITUDE TOWARD SUBORDINATES
3. CONCERN FOR COMMAND GOALS
4. COST CONSCIOUSNESS
5. DEVELOPMENT OF SUBORDINATES
6. EVALUATION OF PERFORMANCE
7. SOCIAL AWARENESS/EEO

GENERAL SUPERVISOR /MANAGER

ACTIVE ORGANIZATION & PLANNING

1	2	3	4	5					
High	Medium	Medium	Medium	Low					
<input type="checkbox"/>	Developed contingency contracts in case money became available for low-cost, high-volume equipment	Adjusted work schedule in advance in order to avoid need for overtime	Maintained balanced working supply requirements with amount stored	Said "Can't Do" on a project - was later done by someone else (capability was always present)	New mission known to be coming - made no plans for handling it				
<input type="checkbox"/>	Set goals based on mission requirements & available assets (human & material)	Planned leave schedule so that no overtime would be required	Known peak loads to occur - this supervisor scheduled annual leave accordingly	Distributed work unevenly - some workers had little to do	A mission was to be discontinued - made no plans for handling it				
<input type="checkbox"/>	Projected turnover rates & arranged for replacements at a re-engineered level	Number of people was reduced - supervisor maintained workload	Reorganized work to utilize additional source of manpower	Resisted acceptance of new concept	Went on vacation - had work wait for his return				
<input type="checkbox"/>	Arranged for special task force to meet unusual work requirement	Took historical data & tried to use it for predictive purposes	Failed to adjust schedule to avoid need for overtime	Refused to accept new concept					
<input type="checkbox"/>	New computer installation - supervisor had back-up procedures available in case computer failed								

GENERAL SUPERVISOR/MANAGER

ATTITUDE TOWARD SUBORDINATES (MOTIVATION)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium	Medium	Medium	Low
Asked subordinates as a group for suggestions to solve problem/improved procedures	Subordinate had personal problem - supervisor listened & employee felt much better	Enforced time clock/leave compliance with consideration for each instance	Subordinate asked for help on new project - supervisor told him to figure it out himself	Supervisor received requests for time from several employees - he arranged time to spend with just a few
Detected employee problem (alcohol) & took initiative in having help provided	Supervisor talked to subordinate & made subordinate feel he was interested in his welfare	Assigned tasks commensurate with subordinates' pay grades	Supervisor failed to recognize extra effort of subordinate (who filled in for others absent)	In group meeting, called group of subordinates present "A bunch of bums"
	Insisted safety gear be used in hazardous environment	Insisted safety guards be used on equipment	Supervisor's actions criticized by his superior - supervisor in turn criticized his subordinates	Supervisor criticized employee in front of others
			Supervisor was asked by lower supervisor for audit of jobs - ignored the request	Supervisor put-down employee who made a suggestion
				Supervisor rejected Beneficial Suggestion without letting it be submitted to committee
				Supervisor experienced problems outside of work (e.g., with wife) - took it out on subordinates by chewing them out
				New employee was informed by this supervisor that he had no choice in appointment (that he didn't want the employee but was forced to take him)
				Supervisor acted revengeful over subordinate's recommendation

## GENERAL SUPERVISOR/MANAGER

## CONCERN FOR COMMAND GOALS

## GENERAL SUPERVISOR & MANAGER

## COST CONSCIOUSNESS

GENERAL SUPERVISOR/MANAGER

DEVELOPMENT OF SUBORDINATES

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium	Medium	Medium	Low
Subordinate demonstrated special talent - this supervisor then assigned tasks to further develop the talent	Subordinates requested over-all development - supervisor encouraged them	Supervisor insisted subordinate take courses even when subordinate was somewhat reluctant	Continually refused to send employee to training because of immediate work demand	Opportunity to recommend subordinates for training - this supervisor did not recommend anybody
Supervisor learned of scholastic level of subordinates & pushed High School training where appropriate	Refers inquiries to the technical expert under him	Assigned same subordinate to be in charge during his absence - neglecting development of all other subordinates	Tried to do all work himself	Tried to do all work himself
		Supervisor absent - no subordinate can adequately do the job		Employee asked for training in procedures of adjacent operation - supervisor continually rejected the request
				Programs to train back-up for higher positions available - this supervisor told subordinate that subordinate would not be interested

---

GENERAL SUPERVISOR/MANAGER

## EVALUATION OF PERFORMANCE

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**GENERAL SUPERVISOR/MANAGER**

SOCIAL AWARENESS / EEO

APPENDIX A

SAMPLE RATING FORM

PERFORMANCE EVALUATION RATING FORM

NAME		SOCIAL SECURITY NO.			PAYROLL NO.	
CODE	P D NO.	POSITION TITLE	SERIES	GRADE	STEP	ANNIVERSARY DATE
WITHIN GRADE INCREASE			<input type="checkbox"/> IS	<input type="checkbox"/> IS NOT	DUE FOR CONSIDERATION	

I. List specific accomplishments or noteworthy incidents (both positive and negative) during this reporting period. (Be sure to obtain relevant information from the ratee prior to completing this section. Use additional pages as necessary.)

## II. Instructions for completing the Job Performance Rating Scales:

- A. Look up this job in the Rating Manual (Inst/Pub #       ).
- B. Rate this employee using the instructions and Worksheets in the Rating Manual.
- C. Transfer your marks from the Worksheets to this form.

RATING SCALE EVALUATION FORM

SCALE

OUTSTANDING  
PERFORMANCE

UNSATISFACTORY  
PERFORMANCE

1. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

2. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

3. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

4. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

5. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

6. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

7. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

8. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

9. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

10. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

11. \_\_\_\_\_

1      2      3      4

5

I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.

III. In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. For administrative purposes, this evaluation is based on only three categories:

A. Levels of Performance

1. OUTSTANDING Performance: Can give quality increase or sustained superior performance award. Only one monetary award given in any one 52 week period.
2. SATISFACTORY Performance: Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant within grade increases, but it also does not preclude a monetary award.
3. UNSATISFACTORY Performance: If Unsatisfactory performance rating is contemplated, action should have been initiated to issue a 90-day warning. If this has not been done, contact Personnel Dept.

B. The level of performance of this employee during this time period is:

1.  OUTSTANDING      2.  SATISFACTORY      3.  UNSATISFACTORY

IV. Performance evaluations are required at certain times, but may be submitted at any time. Certain administrative actions are based on performance evaluations. The remainder of this form is designed to obtain your recommendations on these actions.

A. Position/Job Description

1. Description adequately reflects work performed by incumbent.
2. New description is required since present one is inaccurate/obsolete.

1.  CURRENT & ACCURATE      2.  NOT CURRENT

B. Within Grade Increases

1. Within grade increase will be processed.
2. Contact Personnel Dept. for assistance in preparing the notice for withholding within grade increase at least 75 days in advance of employee anniversary date.

WORK: 1.  IS      2.  IS NOT      OF AN ACCEPTABLE LEVEL OF COMPETENCE

C. Salary Increase and Cash Awards (Quality increases or special achievement awards may be granted at any time)

1. High quality step increase.
2. Other awards, complete NavExos Form 12450/6.

I RECOMMEND: 1.  HIGH QUALITY INCREASE      -OR-

2a.  SUSTAINED SUPERIOR PERFORMANCE      2b.  SUPERIOR ACHIEVEMENT

2c.  SPECIAL ACT OR SERVICE

I certify that the above named employee's position is necessary and that the position/job description and work performance are as indicated above; and that the information presented and the ratings given on this form properly reflects, to the best of my judgment, the performance of this employee during this reporting period.

SUPERVISOR/RATER's SIGNATURE	REVIEWING OFFICIAL	DATE	
*DATE PERFORMANCE DISCUSSED	EMPLOYEE'S INITIALS	APPROVING OFFICIAL'S SIGNATURE	DATE

\*APPEAL RIGHTS. The employee has 30 days from this date to appeal a SATISFACTORY or UNSATISFACTORY rating.

APPENDIX B

SAMPLE NAVEXOS FORM 12450/6

AWARD RECOMMENDATION FOR SUPERIOR ACCOMPLISHMENT  
NAVEXOS 12450/6 (4-69) 0104-942-3960

TO: Incentive Awards Committee

(Ref: NCPI 450)

DATE: \_\_\_\_\_

I recommend that award consideration be given for the superior accomplishment herein described which was performed by the employee, or group of employees named below.

RECOMMENDED BY

POSITION (Shop, Dept., or Div.) AND NAME OF ACTIVITY

EMPLOYEE (Name: Last, First; Badge or Payroll No.)	POSITION: Shop, Dept. or Div.	GRADE	ANNUAL BASE PAY

(Attach a list for additional employees)

1. BASIS FOR AWARD RECOMMENDATION

<input type="checkbox"/> SUPERIOR ACHIEVEMENT	<input type="checkbox"/> SUSTAINED SUPERIOR PERFORMANCE	<input type="checkbox"/> SPECIAL ACT OR SERVICES	DATE(S) OF ACCOMPLISHMENT
---	---	--	---------------------------

2. ESTIMATE OF BENEFITS

A. INTANGIBLE BENEFITS:	<input type="checkbox"/> SAFETY	<input type="checkbox"/> IMPROVED METHOD	<input type="checkbox"/> MORALE	<input type="checkbox"/> OTHER (Specify)
-------------------------	---------------------------------	--	---------------------------------	---

VALUE	<input type="checkbox"/> SLIGHT	<input type="checkbox"/> MODERATE	<input type="checkbox"/> HIGH	<input type="checkbox"/> EXCEPTIONAL
-------	---------------------------------	-----------------------------------	-------------------------------	--------------------------------------

EXTENT OF APPLICATION	<input type="checkbox"/> LIMITED	<input type="checkbox"/> LOCAL	<input type="checkbox"/> EXTENDED	<input type="checkbox"/> BROAD	<input type="checkbox"/> GENERAL
-----------------------	----------------------------------	--------------------------------	-----------------------------------	--------------------------------	----------------------------------

B. TANGIBLE BENEFITS (In table below compute labor savings at actual cost.)

ITEM	LABOR			MATERIAL			TOTAL (Labor and materials)
	MAN-HRS. PER	DOLLARS PER	TOTAL	UNITS PER	COST PER UNIT	TOTAL	
FORMER METHOD		\$	\$		\$	\$	\$
NEW METHOD							
SAVINGS							

3. DESCRIPTION OF ACCOMPLISHMENT:

(If more space is needed, use reverse side, with this end of the page up.)

4. DOES THE SUPERIOR ACCOMPLISHMENT CLEARLY EXCEED NORMAL JOB EXPECTANCY?	YES	NO	6. IF IMPROVEMENT CAN BE USED ELSEWHERE, INDICATE WHERE
5. IS PATENT INVESTIGATION RECOMMENDED?			<input type="checkbox"/> IN THIS ACTIVITY <input type="checkbox"/> IN OTHER NAVAL FIELD ACTIVITIES <input type="checkbox"/> IN BUREAUS <input type="checkbox"/> IN OTHER GOVT AGENCIES

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